

# **Montana**

## **Office of Public Instruction**

### ***Assessment Handbook***

### ***Volume 3***

### ***Accommodations and Alternate***

### ***Assessment Scale***

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A collaborative effort of:

The Division of Special Education  
The Division of Educational Opportunity and Equity  
(Title I, Part A Program)  
The Division of Measurement and Accountability

# ***Assessment Handbook*** **Volume 3**

## **Accommodations and Alternate Assessment Scale**

### **Strategies to Support the Participation of Students with Disabilities and Limited English Proficiency in Montana's Statewide Assessment**

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# Introduction

The 2000-2001 school year brought major changes in statewide testing requirements for Montana schools. For the first time, all school districts administered the same test to all students in grades 4, 8 and 11. The Iowa Tests were selected by the Office of Public Instruction as the assessment instrument required for use by districts for the purpose of statewide testing. Riverside Publishing revised The Iowa Tests in 2001, and this version will be used in Montana for the spring 2002 testing cycle.

The previous school year also brought substantial changes in assessment requirements tied to two federal programs: Title I and Special Education. This document provides guidance to districts about their responsibilities relative to the involvement of students served by these programs in statewide assessment, describing the ways in which all students can participate in the statewide testing program. A separate manual about the implementation of Montana's Alternate Assessment Scale will provide more specific information about the implementation of this assessment protocol for the small proportion of Montana students for whom this is the most appropriate option.

Minor changes in coding and other testing procedures have been made based on the experience gained from last year's statewide testing. Changes from last year will be highlighted in the text with this icon.



The reader is also encouraged to review information provided in The ***Montana Guide for Test Coordinators and Administrators-2002*** for complete information about testing and coding procedures.

# Program and Policy Foundations

Montana, like other states across the country, is actively engaged in efforts to improve the quality of teaching and learning for students in communities throughout the state. When viewed as a single entity, Montana's students consistently perform well above the national average (Nielson, 2001). However, there continues to be substantial variability in student performance across districts, and many schools are challenged to meet the needs of students who are not experiencing success at school.

## High Standards for All Students

Federal programs funded by the Improving America's Schools Act (IASA) (Title I) and the Individuals with Disabilities Education Act (IDEA) provide dollars focused on students who are "at risk" for school failure or those with identified disabilities. The 1994 reauthorization of the Elementary and Secondary Education Act encompassed a fundamental overhaul of the Title I program. The focus of the changes was the premise that students served by Title I must be held to the same high expectations and challenging standards that are held for other students. Under Title I, states are required to develop and implement challenging content standards, measuring student performance with assessments aligned with these standards. The 1997 reauthorization of IDEA addresses the issue of high expectations for students with disabilities through language that encourages increased access of students with disabilities to the general education curriculum, with the necessary supplementary aides and services. This addition to the federal law was stimulated, in part, by a growing body of evidence documenting disappointing postschool outcomes for students with disabilities (Peraino, 1992; Valdes, Williamson & Wagner, 1990).

As a result of these policy changes, school improvement efforts in Montana are programmatically grounded in a *single set of high standards* and expectations intended to apply to *all* students. Both Title I and IDEA have adopted regulations that allow schools flexibility in using funding to enable them to deliver supports to students with varying abilities in general education classes (ESEA, 1994, Sec. 1114). This approach reduces the fragmentation that often results from separate programs and encourages practices that provide all students with access to challenging curricula and classroom environments.

## An Inclusive System of Accountability

The accountability component of standards-based reform encompasses, among other things, statewide testing. Ensuring that all students are involved in this activity flows logically from the goal that all students will achieve to high standards. If some subgroups of challenged students were simply allowed to be excused from testing, or if results for subgroups of typically low-performing student groups could not be examined, progress toward this goal would be impossible to assess. This information, along with data about other important school and student performance indicators, allows districts, schools, and individual teachers to critically examine how *all* students in the school are doing for the purposes of informing improvement efforts. An ongoing cycle of assessment, data analysis, planning, implementation, and reassessment is the foundation of a results-focused, data-driven approach to continuous school improvement.

Under Title I, each state must have in place a statewide assessment system that serves as the primary means for determining whether schools and districts receiving Title I funds are making adequate yearly progress toward educating all students to high standards by the 2000-01 school year. The IDEA 1997 also requires that all students with disabilities participate in the statewide assessment program. As a result, it is no longer permissible to ask *whether* a student should participate in district and statewide testing. The critical question for educators at this point in time is *“how do we support the involvement of all students in the testing program?”*

## Legal Requirements

Requirements of the Board of Public Education in Montana relative to student assessment are contained in Chapter 56 of the Administrative Rules of Montana. The complete language of Sub-Chapter 1 is provided in Table 1 on the following pages. Federal laws, including IDEA, Title I of the Improving America's Schools Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act, all contain language that addresses the participation of all students in state and districtwide assessments. Appendix A contains a compilation of key citations from these sources that address student assessment. Complete documents and their associated web sites are identified in the Reference List. The Office of Special Education Programs of the U.S. Department of Education has also issued two guidance documents that provide clarification and answers to frequently asked questions about the involvement of students with disabilities in statewide assessment. These documents are reprinted in their entirety in Appendix B of this manual.

**Table 1: Board of Public Education, Chapter 56 - Assessment, Sub-Chapter 1 - General Information**

10.56.101 STUDENT ASSESSMENT. (1) By the authority of 20-2-121(12), MCA, the board of public education adopts rules for state-level assessment in the public schools and those private schools seeking accreditation.

(2) The board recognizes that the primary purpose of assessment is to serve learning. Classroom assessment is the primary means through which assessment impact instruction and learning for individuals. State-level and large-scale assessment affect learning through assisting policy decisions and assuring program quality for all students. To meet both classroom and state-level needs, state-level assessments will provide information about the proficiency level of student achievement relative to established content standards, as well as the status of Montana's schools in relation to other groups of students, states, and nations. The school and district responsibilities for assessment are identified in ARM 10.55.603.

(3) In order to obtain state-level achievement information, all accredited schools shall annually administer a single system of state-level assessments approved by the board.

(a) State-level assessments shall be administered to all students in grades four, eight, and eleven in reading, communication arts, mathematics, science, and social studies. For planning purposes, state-level assessments shall be given during a week in the spring of the year, identified by the office of public instruction a year prior to the assessment date.

(b) All state-level assessment results shall be provided to the office of public instruction and school districts in a format specified by the office of public instruction and approved by the board of public education.

(4) State-level assessment results are a part of each student's permanent records as described in ARM 10.55.2002.

(5) The office of public instruction shall provide a report of the results to the board, the legislature, and the public. Schools are encouraged to compare their results with the state results and share state-level assessment information with parents and local communities.

(6) The superintendent of public instruction is authorized to make available the reported student assessment data in compliance with confidentiality requirements of federal and state law. State-level assessment results released to the public shall be accompanied by a clear statement of the purposes of the assessments, subject areas assessed, level of measurement of the content standards, and the percent of students who participated in the assessments. The release shall include additional information to provide a fair and useful context for assessment reporting (e.g., dropout rates, mobility rates, poverty levels, district size) that will assist districts to examine their educational programs to assure effectiveness.

(7) All students shall participate in the state-level assessments. Students with disabilities or limited English proficiency (LEP) shall participate using the approved assessments, unless it is determined that a student's progress toward the content standards cannot be adequately measured with the approved assessments even when provided accommodations.

- (a) For students with disabilities, the individualized education program (IEP) teams have the authority to specify accommodations to be provided, as defined in (8), for participation by the student in the state-level assessments.
  - (i) When an IEP team determines that an accommodation for a student's disability would still not allow for adequate measurement of the student's progress toward the content standards, the IEP team may waive using the approved state-level assessments by providing alternate assessments that are appropriate to determine the student's progress toward the content standards.
- (b) For students who have been identified by a team of educators as LEP, those team members have the authority to specify accommodations to be provided, as defined in (8), for participation by the student in the state-level assessments.
  - (i) When the team of educators determines that an accommodation for an LEP student who has had fewer than three years of instruction in English would still not allow for adequate measurement of the student's progress toward the content standards, the team of educators may waive using the approved state-level assessments by providing alternate assessments that are appropriate to determine the student's progress toward the content standards.
- (c) The office of public instruction shall provide guidance to schools concerning alternate state-level assessments.

(8) Accommodations allow students to demonstrate competence in subject matter so that state-level assessment results accurately reflect the student's achievement levels rather than limited English language development or impaired sensory or manual skills, except where those skills are the factors which the assessment purports to measure.

- (a) Accommodation for state-level assessment purposes is defined as modifications similar to those used to support and accommodate the student in the instructional setting.
- (b) Accommodations may include, but are not limited to extended time, small group administration, facilitator reading directions, native language support, student responding orally, or using required assistive technology.
- (c) The office of public instruction shall provide guidance to schools concerning appropriate accommodations.



# Options and Accommodations to Support *All* Students in the Statewide Assessment

An inclusive statewide assessment system requires participation options, the availability of a full array of supports, informed decision-making on the part of a student's instructional team, and careful documentation of the supports necessary for participation in the statewide assessment. The specific needs of students with disabilities (i.e., students with IEPs, as well as those with Section 504 plans) and students with Limited English Proficiency (LEP) are discussed relative to these features of Montana's statewide assessment system.

## Options for Participation

In order to evaluate progress in improving educational outcomes for all students, it is necessary to build sufficient flexibility into the assessment system to address the needs of the full spectrum of learners in the school population. This includes students who are unable to respond to standard pencil and paper measures because of issues related to physical, sensory, and cognitive skills, as well as students who are limited in English proficiency. The four participation options defined below provide the necessary flexibility to provide an avenue for all students to participate in the statewide assessment.

**Option 1: The Iowa Tests with no accommodations.** There are many students who are bilingual and/or receive special education services who can take The Iowa Tests along with their grade-level peers in the same manner as nonidentified students.

**Option 2: The Iowa Tests with standard accommodations.** Many students with learning differences can participate in The Iowa Tests *if* they are provided with some form of accommodation.

An accommodation refers to a change in the procedure for test administration that levels the playing field for a student. Accommodations are intended to neutralize the impact of a disability or language difference, enabling a student's knowledge to be measured without being penalized for these differences. Riverside Publishing has identified accommodations that have been found to have no impact on the validity of the test score. A test taken with one or more of the identified standard accommodations is reported and scored in the same manner as a test taken without standard accommodations.

**Option 3: The Iowa Tests with nonstandard accommodations.** Any type of accommodation that has not been identified as a standard accommodation in Option 2 is considered a nonstandard accommodation.

There are many instructional support strategies used for classroom situations that: (a) have not been examined in norming studies conducted on The Iowa Tests; or (b) clearly change what test items are measuring if they are used when taking The Iowa Tests. The need for a nonstandard accommodation does not mean that a student should be excluded from The Iowa Tests. If a student's IEP, 504 Plan, or instructional plan specifies the need for accommodations that have not been identified by the test publisher as a standard accommodation, and the team determines that these accommodations are necessary to support test participation, they can be provided to the student. The use of nonstandard accommodations requires special coding on the student's answer document. Test scores of students taking The Iowa Tests with nonstandard accommodations will not be compared with those of all other students taking the test with no accommodations or with standard accommodations.



Because the use of nonstandard accommodations results in an invalid test measure, ***any student who takes any subtest(s) of the Iowa Tests with nonstandard accommodations must have administered the corresponding subject area of the Alternate Assessment Scale.***

**Because of differences in some of the test items between the Braille and print version of the IOWA tests, Montana will treat the Braille version as though it is a nonstandard version of the IOWA. Therefore, any student who takes the Braille version of the Iowa Test must also have the Alternate Assessment Scale administered.** The scores of the Braille version will not be included in the statewide summary reporting. Instead, the Alternate Assessment scores will be provided in statewide summary reporting.

**Option 4: Alternate Assessment Scale.** This approach is intended for students who are not able to respond to The Iowa Tests even when accommodations are provided.

This testing option is available to students for whom the content of The Iowa Tests is an inappropriate measure of performance and learning. This includes a small percentage of students with disabilities, and a small percentage of LEP students who have received fewer than 3 years of instruction in English. The students participating in an alternate assessment will not literally sit down and take a test. Rather, those most familiar with a student will use multiple sources of information to evaluate individual student performance and learning relative to a set of expanded performance standards derived from the Montana Standards Framework in the areas of reading, language arts, mathematics, social studies, and science. Montana's Alternate Assessment Scale (AAS) provides a flexible

and relevant way to document the growth of students who are not appropriately evaluated with standard testing procedures and instruments.

While the requirement of an alternate assessment has not been in place long enough to document participation rates, it is estimated that approximately 10 percent of students with disabilities will participate in this form of testing (Thurlow, et al, 1998). This represents about 1 percent of the entire school population. The decision about who should participate in the alternate assessment rests with the instructional team for individual students, giving both parents and school personnel a voice about this issue. A separate manual detailing the administration procedures of the Alternate Assessment Scale is available to those responsible for students for whom this testing option is appropriate.

It is important to note that the means of student participation in the statewide assessment is not an “all or nothing” decision. It may be possible for students to take some sections of The Iowa Tests without accommodations, while requiring accommodations for other sections. Similarly, a student may be able to take some sections of The Iowa Tests with or without accommodations, but require an alternate assessment in other skill areas. Those responsible for test administration must be careful to enter coding on the student’s answer sheet for each subtest that is taken in a nonstandard or alternate fashion. The section on documentation in this manual, as well as coding sections of the Test Coordinator’s Manual and the Alternate Assessment Scale booklet, describe and illustrate the procedures for coding test participation.

## Standard and Nonstandard Accommodations

An array of accommodations have been examined by Riverside Publishing in norming studies of The Iowa Tests. Based on this research, some support strategies have been found to have no impact on the validity or comparability of a student’s test scores. Riverside Publishing identifies these as standard accommodations. Standard accommodations are identified and defined in Table 2. All other accommodations are considered nonstandard.

**Table 2: Standard Accommodations for Students with Disabilities and Limited English Proficiency**

Approach <sup>1</sup>	Accommodations Identified as Standard by Riverside Publishing for The Iowa Tests
<b><u>Timing Accommodation:</u></b>  <b>Changes in the <i>duration</i> of testing. This includes how much time is allowed, as well as how the time is organized.</b>	<b>Extended Time.</b> Students are given additional time to complete the test to compensate for a characteristic that results in slower performance. This includes students who require magnifiers, students with limited attention skills, those who need more time with word identification or reading, etc.

Approach <sup>1</sup>	Accommodations Identified as Standard by Riverside Publishing for The Iowa Tests
<p><b><u>Setting Accommodation:</u></b></p> <p>Changes in the <i>place</i> in which an assessment is given. This includes changes in testing location, as well as the conditions of the setting in which testing occurs.</p>	<p><b>Individual/Small Group Administration.</b> Students may be tested in small groups or individually. There is no minimum group size requirement for test administration. Students who need extra breaks and those who might be disruptive in a classroom-testing situation may be tested in this manner. This is also a helpful accommodation for students with limited English skills who might be intimidated or discouraged by peers who are able to work at a much faster rate.</p> <p><b>Test Administered by ESL or Bilingual Teacher or Interpreter.</b> This accommodation enables the student to be tested in an environment that makes it possible for a teacher or interpreter to provide the necessary language supports that might be required by the student throughout the test.</p>
<p><b><u>Presentation Accommodation:</u></b></p> <p>Changes in <i>how</i> an assessment is <i>given</i> to a student. This includes format alterations, procedure changes, and the use of assistive technology.</p>	<p><b>Large-Print Editions.</b> This is an enlarged edition of the same test forms as the standard test booklets. Students who use the large-print edition record their answers directly on the test booklet. Large-print tests should not be administered in a group setting unless all students in the group are using this form of the test.</p> <p><b>Communication Support to Understand Directions.</b> Students may need assistance in understanding test directions, or may require directions to be clarified in some manner. These supports include manual signing, translation into a different language, or some change in the delivery of directions for the purpose of enabling the student to understand what to do. <u>No portion of the Reading Comprehension or Vocabulary tests should be cued in any way. To do so would make the administration of the Reading Comprehension or Vocabulary tests nonstandard.</u></p> <p><b>Repeated Directions.</b> Directions may be repeated as many times as is necessary to ensure students are clear about what they are to do. This can be done in whatever language is most readily understood by a student.</p> <p><b>Test Read Aloud.</b> Students who have reading difficulties can have some or all of the test read to them so that their reading limitations do not interfere with measurement of their knowledge in other areas. This applies to all areas except Reading Comprehension and Vocabulary. <u>No portion of the Reading Comprehension or Vocabulary tests should be read. To do so would make the administration of the Reading Comprehension or Vocabulary tests nonstandard.</u></p> <p><b>Use of Assistive Technology.</b> There is a wide range of low and high tech supports that facilitate access to and use of test materials. Examples include: materials or equipment that magnify test materials, templates placed over test materials to assist a student in focusing on a specific section of the test page, slant boards to better display the materials for a student, etc. These represent permissible standard accommodations.</p>

Approach <sup>1</sup>	Accommodations Identified as Standard by Riverside Publishing for The Iowa Tests
<p><b><u>Response Accommodation:</u></b></p> <p>Changes in <i>how</i> a student <i>responds</i> to an assessment. This includes format alteration, procedures changes, and the use of assistive technology.</p>	<p><b>Answers Recorded.</b> An assistant test administrator or proctor may record the answers of a student on the answer document if the student is unable to do so because of physical limitations.</p> <p><b>Transferred Answers.</b> Responses recorded in the test booklets or entered into some type of assistive writing device should be transferred to the student's answer document in preparation for scoring.</p> <p><b>Provision of English/Native Language Word-to-Word Dictionary.</b> Students may use a glossary that translates an English word to a corresponding word in their native language.</p> <p><b>Use of Assistive Technology.</b> Students who routinely use some form of assistive technology for written expression are permitted to use these tools to respond to test questions.</p> <p><b>Use of Calculator.</b> <i>Use of calculators is not an acceptable "Standard Accommodation" for the Montana Statewide Assessment. Therefore, if a student uses a calculator, it is considered to be a nonstandard accommodation.</i></p>
<p><b><u>Scheduling Accommodation:</u></b></p> <p>Changes in <i>when</i> testing occurs.</p>	<p><b>Rearranging Subtest Order.</b> Students may be given subtests in a sequence other than the one which is outlined in the Directions for Administration. This might be considered to enable a student who lacks confidence or testing experience to begin the process in an area of strength.</p> <p><b>Modification in Time of Testing.</b> Changing the time a student is given a test for reasons related to a disability is permitted. This type of accommodation might be necessary for a student whose stamina or level of alertness is impacted by a disability or medication. In this situation, scheduling is arranged to coincide with the student's periods of alertness or strength.</p>

<sup>1</sup>This classification reflects an organizational scheme developed by the National Center of Education Outcomes. See Thurlow, Elliott and Ysseldyke (1998) for more information.

## Decisions About Test Participation

Discussion about participation in statewide testing first occurs as a part of the educational planning process for individual students. Unlike other forms of evaluation for students with disabilities, parental permission is not required for students with disabilities to participate in statewide assessment programs if parental permission is not required for the participation of students without disabilities. Montana's Chapter 56 specifies that "*state-level assessments shall be administered to all students in grades four, eight, and eleven in reading, communication arts, mathematics, science, and social studies* [Sec. 10.56.101(3)(a)].

The student's instructional team must select the form of participation that is best matched to the needs of an individual student and an understanding of the format, structure, and response demands of the test options. Furthermore, the team must understand what a particular subtest is measuring when considering potential accommodations. A student with limited reading skills can have the test read aloud in subtests that deal with subject areas *other than* reading, but this form of accommodation is not allowed in the Reading Comprehension or Vocabulary subtests because it would compromise the measurement of these skills. This distinction underscores the idea that accommodations needed by a student may vary based on the different content areas and test formats represented within the test.

For students with disabilities, program goals, objectives, and support needs are documented in the IEP or Section 504 plan. The team's decision about *how* a student will participate in testing, *what supports* are necessary to participate in testing, and *which form of assessment* is most appropriate, must be consistent with the information contained in this document. Accommodations and support strategies needed by a student in both instructional and testing situations can be found in various sections of a student's IEP.

The **Consideration of Special Factors** section of the IEP identifies four student characteristics that have the potential to impact test participation (i.e., behavioral support needs, Limited English Proficiency, communication needs, and the need for some type of assistive technology devices or services). If any of these items is checked on the IEP, the team must include recommendations about how this issue will be addressed in the Meeting Minutes and/or in other sections of the IEP document. These recommendations are likely to include supports that should be considered relative to test participation.

The **Consideration of Special Factors for Students with Blindness or Visual Impairments Only** section is the place on the IEP to document the need for instruction in Braille for some students with visual impairments. If the team does determine that instruction in this modality is necessary, a Braille version of the Iowa Tests must be ordered. See the Test Coordinator's Manual for details.

In the **Class Schedule and Summary of General Education Accommodations/Modifications** section of the IEP, specific support strategies needed by the student to benefit from instruction are identified. Any support provided to a student in the instructional setting that is a part of the student's formal educational plan must be available to the student in the testing situation.

The **Summary of Special Education/Related Services** section of the IEP is another place where special supplementary aides and services that represent instructional accommodations might be identified.

The student's **Present Level of Performance** will reflect the extent to which the student's instructional program is grounded in the general education curriculum. This, in turn, is a consideration in determining which test option is most appropriate for a student.

Finally, the **Meeting Minutes/Addendum** may contain information relevant to the team's decision about what form of test participation is appropriate for a student.

The questions below can also be used to guide an instructional team's discussion about student test participation.

- \$ How is the student's disability or English language limitations likely to interfere with performance of this task?***
- \$ What accommodations would assist this student to best demonstrate his/her skills and knowledge in the areas covered in the test?***
- \$ What type of accommodations does the student routinely use for classroom instruction and testing situations?***
- \$ How independent is the student in the use of a particular accommodation at this point in time?***
- \$ What form of support places the least demands on the student, allowing the student to focus on the material itself rather than processing or response demands?***

These questions, placed in a checklist format that can be easily produced for use during team meeting, are reproduced in Appendix C. Based on the outcomes of this discussion, the instructional team must come to a decision about the testing option that is most appropriate. For students with disabilities, this decision is documented in the section of the IEP form titled **Participation in State/ Districtwide Assessments**.


# Coding the Test Participation of Students with Disabilities and Limited English Proficiency

In this section, coding that distinguishes the participation of students with disabilities and Limited English Proficiency in the statewide assessment is highlighted. The complete procedures for coding the answer document of The Iowa Tests are detailed in the Test Coordinator's Manual that accompanies these tests. Coding procedures for the Alternate Assessment Scale (AAS) are detailed in the booklet containing the actual scales and implementation information for the AAS. Please refer to these sources for additional information.






## Student Program Involvement

Students with disabilities and those identified as LEP must be so identified on the demographic page of the answer document. A code must also be filled in to indicate the length of time a student has been enrolled in the district. This information is entered in the section of the answer document labeled "PROGRAMS," located in the right section of the "Test Administrator Use Only" section of the document. Definitions of the abbreviations used in this section are provided in Table 3.

**Table 3: Program Code Acronyms and Definitions**

Code	Definition
<b>SE</b>	Special education student, identified as being disabled, who has an IEP.
<b>504</b>	Student identified as 504, who has a 504 plan.
<b>F/RL</b>	Student who is eligible for free or reduced-price lunch participation.  <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Due to the confidential nature of this designation, the ITBS/ITED answer sheet must be coded by: <b>(a)</b> a district or school building test coordinator (i.e., test coordinator), <b>OR (b)</b> the local school district official who determines free and reduced-price eligibility (i.e., school food official). See Test Coordinator's Manual for more details.</p> </div> </div>



Code	Definition
<b>GT</b>	 Students identified and served as Gifted and Talented.
<b>ELL</b>	Student identified as limited English proficient. Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered. A more detailed definition is provided in Appendix A.
<b>MG</b>	Student who has migrant status. A child is designated "migrant" and considered eligible for services under the Title 1 Part C statute if he or she meets very specific conditions extracted from the law. A detailed definition is provided in the Test Coordinators Manual.
<b>TIL</b>	 Student received Title I services in Language Arts, Reading, or any other subject except Math in a Targeted Assistance School. <b>Do not</b> code for students in an official Title I Schoolwide Program.
<b>TIM</b>	 Student received Title I services in Math in a Targeted Assistance School. <b>Do not</b> code for students in an official Title I Schoolwide Program.
<b>Other 1</b>	 Student has <b>not</b> been enrolled in the school for the entire year (on or before the official Fall Enrollment Count, 10/2/01).
<b>Other 2</b>	 Student has <b>not</b> been enrolled in the District for the entire year (on or before the official Fall Enrollment Count, 10/2/01).

## Test Participation for Options 1- 4

As described in earlier sections of this document, students with disabilities and those classified as LEP may participate in the statewide assessment in one of four different ways. It is the responsibility of the Test Administrator to ensure that the form of student participation in the large-scale assessment process is accurately coded on the answer document. The person who serves this function will vary depending upon the type of test a student is taking, and the specific personnel within an individual school who are assigned testing responsibilities.

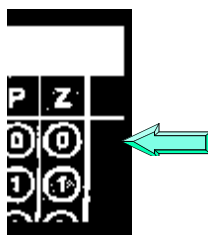
Specialized coding procedures associated with each participation option are as follows:

**Option 1: The Iowa Tests with no accommodations.** No additional special coding is required for students who take the test in the same manner as other students.

**Option 2: The Iowa Tests with standard accommodations.** Like Option 1, no additional special coding is required for students who are provided with standard accommodations.

**Option 3: The Iowa Tests with nonstandard accommodations.** Coding is necessary to indicate when any or all of the subtests for a student are administered with supports that are not identified on the list of standard accommodations. This includes students who take the Braille version of the test. Coding will trigger this score to be reported separately from tests taken under standard conditions. Use the procedures below to describe student participation in these circumstances:

If the student takes a Braille version of The Iowa Tests, fill in the “0” circle of Column Z in the “Test Administrator Use Only” section of the test answer document. No other coding is required since this accommodation applies to all subtests.



The use of any other form of nonstandard accommodations must be coded for all subtests that are administered in this manner. It does not matter which types of nonstandard accommodations are provided, only that the subtest was administered in a nonstandard manner. For each subtest administered with nonstandard accommodations, fill in the “Y” in the designated row of the “Office Use” section of the test answer document. **REMINDER: Any student who takes any subtest(s) of the Iowa Tests with nonstandard accommodations must have administered the corresponding subject area of the Alternate Assessment Scale. This means that Option 4 ( AAS) must also be coded for this subtest. (See next section for coding instructions for the AAS.**

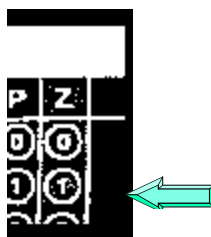
Table 4 identifies the subtest definition assigned to each row in this section of the answer document for each form of The Iowa Tests to guide coding of the use of nonstandard accommodations.

**Table 4: Subtest Definitions in Office Use Section of Answer Form**

ITBS	Office Use No.	ITED
Vocabulary	1	Vocabulary
Reading Comprehension	2	Reading Comprehension
Spelling	3	Language: Revising Written Materials
Capitalization	4	Spelling
Punctuation	5	Math: Concepts & Problem Solving
Usage and Expression	6	Computation
Math Concepts	7	Analysis of Social Studies Materials
Math Problem Solving	8	Analysis of Science Materials
Math Computation	9	Sources of Information
Social Studies	10	N/A
Science	11	N/A
Maps and Diagrams	12	N/A
Reference Materials	13	N/A

**Option 4: Alternate Assessment Scale.** For students taking the AAS, coding is entered to designate this form of test participation, and the total scores a student obtains in each subtest.

To indicate that a student was evaluated with the AAS, fill in the 1" circle in Column Z in the "Test Administrator Use Only" section of the answer document.



The total scores for each subtest of the AAS are entered in the "Test Administrator Use Only" section of the answer document, in Rows G through K. These rows contain double columns of numbers from 0-9, and are able to accommodate any score between 0 and 99.

If a subtest score falls between 0 and 9, the score should be entered in a two-digit, right-justified format (e.g., 00, 01, 02, 03). The scores are to be entered in rows as follows:

Row	Subtest
G	Communication Arts - Reading score
H	Communication Arts - Writing score
I	Mathematics score
J	Social Studies score
K	Science score

**Coding test participation that includes multiple test formats.** It is possible that a student could take some subtests of The Iowa Tests while requiring the Alternate Assessment Scale for other subtests. In this situation, the form of The Iowa Tests that is taken should be coded in the section labeled "ITBS FORM," and a "1" would also be coded in the Z column of the "Test Administrator Use Only" section to indicate that the Alternate Assessment Scale was used. The AAS subtest score(s) would be entered for those scales administered in this manner in the appropriate column(s) in the G-K section of the "Test Administrator Use Only" section of the answer document.

**General Notes.** Columns on the answer form that end with a "No" circle or with an "N" have a special purpose. These circles should only be filled in when the Test Administrator erases a code and does not replace it with another. For example, if the Test Administrator erroneously entered a subscale score in column G rather than column H, the circle in column G would be erased AND the "No" circle in this column would be filled in. This prevents the scoring equipment from picking up an erasure shadow. Do not use the "No" or "N" circles for any reason other than the one just described.

# References

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# **Appendix A:**

## **Key Provisions of Title I and IDEA Large-Scale Assessment**